



TEST SUMMARY AND FRAMEWORK

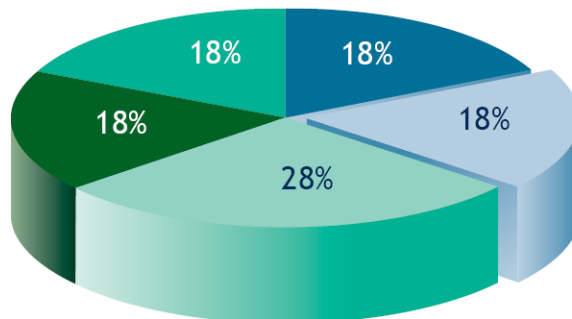
TEST SUMMARY

ENGLISH LANGUAGE LEARNERS

The Washington Educator Skills Tests—Endorsements™ (WEST-E™) are designed to measure a candidate’s knowledge of the subject-area content contained in the test framework for each field. All WEST-E tests are fully aligned with the state’s teacher endorsement competencies and, as applicable, the Essential Academic Learning Requirements.

This test summary describes general testing information as well as the approximate percentage of the total test score derived from each content domain. The test framework, organized by content domain, contains the objectives that define the content for the test.

Test Format	Multiple-choice questions
Number of Questions	Approximately 110
Test Session	2 hours, 15 minutes (does not include 15-minute tutorial)
Passing Score	240 (scores are calculated in a range from 100 to 300)
Test Code	051



Key	Approximate Percentage of Test	Content Domain	Range of Objectives
	18%	Language and Literacy Development	0001-0003
	18%	Culture	0004-0006
	28%	Planning and Managing Instruction	0007-0011
	18%	Assessment	0012-0014
	18%	Professional Leadership	0015-0017



TEST FRAMEWORK

ENGLISH LANGUAGE LEARNERS

LANGUAGE AND LITERACY DEVELOPMENT

0001 Demonstrate knowledge of applied linguistics and competence in analyzing the structure of the English language.

For example:

- demonstrating knowledge of English phonology (the sound system) and how to apply this knowledge to promote English language learners' language and literacy development in English
- demonstrating knowledge of English morphology (word formation) and how to apply this knowledge to promote English language learners' language and literacy development in English
- demonstrating knowledge of English syntax (phrase and sentence structure) and how to apply this knowledge to promote English language learners' language and literacy development in English
- demonstrating knowledge of English semantics (meaning) and how to apply this knowledge to help English language learners acquire and productively use a wide range of English vocabulary
- demonstrating knowledge of English pragmatics (context and function) and how to apply this knowledge to help English language learners use English to communicate effectively and appropriately in a variety of formal and informal settings and for a variety of purposes and audiences
- demonstrating knowledge of the nature of language variation in English
- recognizing how to locate and use linguistic resources to learn about the structure of English and that of students' native languages in order to address students' needs



0002 Demonstrate knowledge of major concepts, theories, and research in first- and second-language acquisition.

For example:

- demonstrating knowledge of current theories and research in first- and second-language acquisition and literacy development
- demonstrating knowledge of processes and stages of first- and second-language acquisition and literacy development
- recognizing the role of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) in second-language acquisition and how to apply this knowledge to promote English language learners' development of both social and academic language skills in English
- recognizing the role of the first language in second-language acquisition, including positive and negative transfer, and applying knowledge of native-language influences (e.g., linguistic, rhetorical, orthographic) on English language learners' language and literacy development in English
- recognizing the nature and role of comprehensible input and output in second-language acquisition and applying knowledge of strategies for providing English language learners with comprehensible input in English and opportunities for producing comprehensible output
- recognizing the role of meaningful interaction in second-language acquisition and applying knowledge of strategies for providing English language learners with opportunities for meaningful, purposeful interactions in social and academic settings and for developing English language learners' communicative competence
- recognizing the role of feedback in second-language instruction and demonstrating the ability to analyze English language learners' errors in the context of overall performance and to provide appropriate feedback
- demonstrating knowledge of cognitive processes involved in synthesizing and internalizing a new language (e.g., memorization, categorization, metacognition) and how to promote English language learners' development of effective language-learning strategies to facilitate their language and literacy development in English



0003 Demonstrate knowledge of variables that affect the process of learning English as a second language.

For example:

- demonstrating knowledge of the impact of English language learners' native-language proficiency in listening, speaking, reading, and writing on second-language acquisition and applying knowledge of strategies for building on students' native-language skills as a foundation for learning English
- demonstrating knowledge of the impact of individual English language learners' variables (e.g., age, personality, motivation, self-esteem, inhibition, preferred learning styles and modalities) on second-language acquisition and applying knowledge of strategies for addressing individual English language learners' needs
- demonstrating knowledge of the impact of sociocultural variables (e.g., familiarity with idioms and variations in register, dialect, and language genre; factors related to cultural transition; appreciation and acceptance of students' first language[s]) on second-language acquisition, and applying knowledge of strategies for addressing these variables to facilitate students' English language development
- demonstrating knowledge of the impact of sociopolitical variables (e.g., differential status of the first language and English; factors related to socioeconomic and legal status, immigration, and prior educational background and opportunities) on second-language acquisition, and applying knowledge of strategies for addressing these variables to facilitate students' English language development

CULTURE

0004 Demonstrate knowledge of major concepts, theories, and research related to the nature of culture.

For example:

- demonstrating knowledge of the interrelationships between language and culture and the effects of these interrelationships on the teaching and learning of English language learners
- demonstrating knowledge of major cultural concepts (e.g., cultural relativism, cultural universalism, the additive nature of culture, intra- and intergroup differences, accommodation)
- analyzing the potential impact of the differences between assimilation, acculturation, and cultural pluralism on an English language learner's cultural identity and recognizing the value and significance of cultural pluralism in the teaching and learning of English language learners
- demonstrating knowledge of internal and external elements of culture (e.g., values, beliefs, and expectations; patterns of communication; social roles and status; family structure, function, and socialization) and the effects of cultural differences on the teaching and learning of English language learners



0005 Demonstrate knowledge of diverse cultural groups and how cultural identity affects the teaching and learning of English language learners.

For example:

- demonstrating knowledge of the characteristics of different immigrant populations and the diversity within the English language learner population (e.g., immigrants, migrants, refugees, those born in the United States) and the effects of this diversity on the teaching and learning of English language learners
- recognizing the contributions of diverse cultural groups to Washington State and to the United States
- recognizing the impact of world events on English language learners and their families (e.g., U.S. immigration history, patterns, and policies; events in students' native countries)
- recognizing how a teacher's cultural identity can influence teaching practices and applying knowledge of strategies for reflecting on one's cultural values and beliefs as they relate to the teaching and learning of English language learners

0006 Demonstrate knowledge of culturally inclusive instruction and how to incorporate cultural and linguistic diversity into instruction to support the teaching and learning of English language learners.

For example:

- recognizing how to use a variety of resources to learn about the cultures of English language learners and how to apply knowledge of cultures to support the teaching and learning of English language learners
- recognizing the role of culture in the classroom and school (e.g., effects of the degree of cultural congruence between students' native cultures and the school culture) and demonstrating knowledge of culturally influenced differences in approaches to learning (e.g., cooperative versus competitive, individual versus group)
- demonstrating knowledge of cultural differences in communication styles (e.g., nonverbal elements, turn-taking features) and applying knowledge of strategies for facilitating positive interactions among students from diverse backgrounds
- demonstrating knowledge of strategies for promoting English language learners' recognition of and respect for cultural diversity
- analyzing the effects of racism, stereotyping, and discrimination on English language learners and demonstrating knowledge of how to address these issues purposefully in the classroom and school community (e.g., by promoting inclusive classroom and school climates, designing instruction that reflects antibias approaches, recognizing students' language rights)



PLANNING AND MANAGING INSTRUCTION

0007 Demonstrate knowledge of how to apply research-based best practices in second-language instruction to plan, implement, adapt, and modify Washington State English Language Development (ELD) Standards–based curricula and instruction for English language learners.

For example:

- demonstrating knowledge of the Washington State English Language Development (ELD) Standards and how to apply this knowledge to plan, implement, adapt, and modify instruction for English language learners
- demonstrating knowledge of characteristic features of the five English language proficiency levels as described in the Washington State English Language Development (ELD) Standards (i.e., beginning, advanced beginning, intermediate, advanced, and transitional)
- demonstrating knowledge of historical and current second-language instructional approaches (e.g., communicative language teaching, content-based ESL, sheltered instruction) and applying this knowledge to plan, implement, adapt, and modify effective curricula and instruction for English language learners
- recognizing potential linguistic and cultural biases of curricula and pedagogies when planning, implementing, adapting, and modifying curricula and instruction for English language learners
- recognizing how to serve as a good language model for English language learners and demonstrating knowledge of strategies for developing authentic uses of language and for providing opportunities for students to be exposed to a variety of English speakers
- recognizing the role of oral language in literacy development and conceptual understanding and demonstrating knowledge of strategies for building and expanding on English language learners' oral language to support their literacy and academic development
- applying knowledge of strategies for scaffolding oral and written language tasks to promote English language and literacy development
- applying knowledge of strategies that integrate listening, speaking, reading, and writing for a variety of academic and social purposes



0008 Apply knowledge of how to develop English language learners' listening and speaking skills for a variety of academic and social purposes.

For example:

- applying knowledge of strategies for promoting English language learners' ability to use listening and observation skills to gain understanding (e.g., focusing attention; gaining and interpreting information; checking for understanding)
- applying knowledge of strategies for promoting English language learners' ability to communicate ideas clearly and effectively (e.g., communicating clearly to a range of audiences for different purposes; developing content and ideas; using effective delivery; using effective language and style)
- applying knowledge of strategies for promoting English language learners' ability to use communication strategies and skills to work effectively with others (e.g., using language to interact effectively and responsibly with others; working cooperatively as a member of a group; seeking agreement and solutions through discussion)
- applying knowledge of strategies for promoting English language learners' ability to analyze and evaluate the effectiveness of formal and informal communication (e.g., assessing strengths and areas for improvement; seeking and offering feedback)

0009 Apply knowledge of how to provide English language learners with standards-based reading instruction.

For example:

- applying knowledge of strategies for promoting English language learners' understanding of and ability to use different skills and strategies to read (e.g., using word recognition skills and strategies to read and comprehend text; using vocabulary strategies to comprehend text; building vocabulary through wide reading; applying word recognition skills and strategies to read fluently)
- applying knowledge of strategies for promoting English language learners' ability to understand the meaning of what is read (e.g., demonstrating evidence of reading comprehension; understanding and applying knowledge of text components to comprehend text; analyzing, interpreting, and synthesizing information and ideas in literary and informational text; thinking critically and analyzing an author's use of language, style, purpose, and perspective in literary and informational text)
- applying knowledge of strategies for promoting English language learners' ability to read materials for a variety of purposes (e.g., reading to learn new information; reading to perform a task; reading for career applications; reading for literary/narrative experience in a variety of genres)
- applying knowledge of strategies for promoting English language learners' ability to set goals and evaluate progress to improve reading (e.g., assessing reading strengths and areas for improvement; developing interests and sharing reading experiences)



0010 Apply knowledge of how to provide English language learners with standards-based writing instruction.

For example:

- applying knowledge of strategies for promoting English language learners' understanding of and ability to use the writing process (e.g., prewriting to generate ideas and plan writing; producing drafts; revising to improve text; editing text; publishing text to share with an audience; adjusting writing process as necessary)
- applying knowledge of strategies for promoting English language learners' ability to write in a variety of forms for different audiences and purposes (e.g., adapting writing for a variety of audiences; writing for different purposes; writing in a variety of forms and genres; writing for career applications)
- applying knowledge of strategies for promoting English language learners' ability to write clearly and effectively (e.g., developing ideas and organizing writing; using appropriate styles; applying grade-appropriate writing conventions)
- applying knowledge of strategies for promoting English language learners' ability to analyze and evaluate the effectiveness of written work (e.g., analyzing and evaluating others' and own writing; setting goals for improvement)

0011 Apply knowledge of how to support the development of English language learners' cognitive academic language proficiency (CALP) and content-area knowledge.

For example:

- applying knowledge of strategies for developing and integrating language objectives into content-area instruction for English language learners
- demonstrating knowledge of content-based ESL instructional approaches and sheltered instruction methods that are effective in developing English language learners' content knowledge and skills
- demonstrating knowledge of syntactic, semantic, and pragmatic characteristics of academic texts and content-area lessons and applying this knowledge to promote English language learners' ability to function proficiently in the academic environment
- applying knowledge of strategies for activating English language learners' prior knowledge related to content, developing their content-area knowledge and skills, and building their academic vocabulary
- applying knowledge of strategies for contextualizing content and vocabulary (e.g., through demonstrations, illustrations, graphic organizers) and modifying language (e.g., repeating key concepts, breaking up long sentences, paraphrasing) to make content-area lessons accessible to English language learners
- applying knowledge of strategies for supporting English language learners' use of problem-solving and cognitive-learning skills (e.g., organizational skills, study skills, test-taking skills) and strategies (e.g., grouping words and concepts, integrating prior knowledge with new ideas) to promote their content-area learning



ASSESSMENT

0012 Demonstrate knowledge of principles of assessment and how they relate to the education of English language learners.

For example:

- demonstrating knowledge of the various purposes of assessment as they relate to English language learners (e.g., diagnosis, placement, evaluation of language proficiency, evaluation of content-area achievement, evaluation of instruction, program evaluation) and applying knowledge of strategies for selecting assessment(s) appropriate for an identified purpose
- demonstrating knowledge of different types of standardized assessments, including differences between norm-referenced and criterion-referenced assessments, as they relate to English language learners
- demonstrating knowledge of different types of classroom-based assessments, including differences between performance-based and traditional assessments, as they relate to English language learners
- demonstrating knowledge of technical aspects of assessment (e.g., validity, reliability) and how to apply this knowledge to select valid, reliable assessments for English language learners

0013 Demonstrate knowledge of issues of assessment and how they relate to the education of English language learners.

For example:

- recognizing potential linguistic and cultural biases (e.g., unfamiliar images or references, unfamiliar test language or formats) associated with using assessment instruments with English language learners and how these biases may affect assessment results
- demonstrating knowledge of various challenges and limitations associated with assessing English language learners (e.g., issues related to students who have special needs and/or are gifted and talented; effects of high-stakes accountability testing; categorization of students based on test results; test anxiety; limited testing experiences)
- demonstrating knowledge of appropriate assessment accommodations for English language learners
- demonstrating knowledge of national and state requirements for identifying, placing, and exiting students from programs for English language learners, and recognizing how to apply this knowledge to make informed decisions regarding placement and reclassification of students



0014 Demonstrate knowledge of methods of assessment and how they relate to the education of English language learners.

For example:

- recognizing the importance of assessing English language learners using multiple methods of assessment (e.g., formal and informal assessment) and of planning learning experiences based on assessment of language proficiency and prior knowledge
- applying knowledge of methods for selecting, developing, and using a variety of language proficiency assessments with English language learners
- applying knowledge of methods for selecting, developing, and using a variety of classroom-based assessment tools, including self- and peer-assessments, to inform language, literacy, and content-area instruction for English language learners and to measure students' language development and academic progress
- demonstrating the ability to analyze and interpret assessment results, including recognizing when an English language learner's performance falls outside the expected range of performance for his/her English language proficiency level, and applying strategies for communicating assessment results to all stakeholders (e.g., students, parents/guardians, other educators)

PROFESSIONAL LEADERSHIP

0015 Demonstrate knowledge of the historical and research foundations of education for English language learners in Washington State and in the United States.

For example:

- demonstrating knowledge of relevant historical and current legal and social issues concerning the education of English language learners in Washington State and the United States, including the effects of significant federal and state legislation, court cases, and demographic changes on the evolution of programs for English language learners
- demonstrating knowledge of the historical and research bases of language teaching approaches and methodologies and applying this knowledge to reflect on and improve instructional practices
- demonstrating knowledge of characteristics, goals, and research on the effectiveness of various second-language delivery models and types of programs for English language learners
- demonstrating knowledge of research, policies, and resources pertaining to language acquisition versus language disorder, gifted and talented, and special education needs of English language learners



0016 Demonstrate knowledge of how to serve as an effective resource and advocate for English language learners and their families.

For example:

- demonstrating knowledge of strategies for serving as a language and education resource for English language learners and their families
- demonstrating knowledge of school and community resources, including first-language resources, available to English language learners and their families and applying knowledge of strategies for helping students and their families access these resources
- recognizing the importance of and strategies for collaborating with community members to support English language learners' language development and academic achievement
- recognizing the importance of and strategies for advocating for English language learners and their families in the school environment, including how to advocate for English language learners' full access to school resources (e.g., educational technology) and how to support students and their families in making decisions and advocating for themselves in the school community

0017 Demonstrate knowledge of the role of the teacher of English language learners as a professional resource in the learning community and how to collaborate with other educational staff to support English language learners' language learning and school achievement.

For example:

- demonstrating knowledge of how to gain, analyze, and reflect on one's professional knowledge (e.g., establishing professional goals, pursuing professional growth opportunities)
- demonstrating knowledge of how to serve as an effective professional resource for working with English language learners (e.g., modeling effective teaching practices, helping other teachers and school administrators work effectively with English language learners, planning and implementing professional workshops for colleagues)
- recognizing the importance of and strategies for collaborating with other educational staff to provide comprehensive, challenging educational opportunities for English language learners
- demonstrating knowledge of a variety of collaborative teaching models (e.g., team teaching) and strategies for working with other teachers and staff to assist English language learners as they transition into general education and content-area classrooms